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ABSTRACT

Northampton County Area Community College implemented a program of tuition waiver for unemployed adult residents of its sponsor area on a space-available basis in credit courses only. In addition to providing relief and a positive interventionary program to aid the unemployed, the project tested certain hypotheses concerning the nature of training and retraining for dislocated workers. It was found that project participants experienced a grade point average less, but not significantly less, than their college-wide counterparts. An analysis of student course selection, by division, clearly showed that enrollees had jobs in mind when they made their choices. Responses to a participant post-survey indicated that the unemployed were not likely to return to former employers and needed to consider how best to market themselves; 16 participants indicated that the program aided them in securing work, although only 10 had secured work; and almost 60 percent felt the program added a skill or ability to their resume that will aid their reemployment. A survey of selected college offices showed that some additional demands were made on college support services and staff. (Some sample forms are attached.) (YLB)

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NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE

Report To

The Pennsylvania Department of Education

on the

Unemployed Tuition Waiver Project

Conducted in the College's Service Area

of

Lehigh Valley, Pennsylvania

During The

Fall 1983 Semester and the Spring 1984 Semester

Prepared By
William A. Connor, Dean
June 21, 1984

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NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE

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Assumptions

This project does not seek to confirm or deny the assumptions listed below. Rather, they are presented only to depict the base upon which planning decisions were made concerning the conduct of this project.

1. Many, but not all, individuals are satisfied with their careers at the time of their employment dislocation.

2. Many individuals, especially those whose employment is not governed by seniority, are dislocated because of a lack of skill competitivenesss with fellow employees who are retained.

3. A statistically significant number of dislocated workers have prior education, training and other life or job experience which provides them with a strong core of competence but one that might be just short of retraining or securing employment.

4. A smaller than previously estimated number of individuals have a very low core of employment competence and have little interest and/or commitment to the career from which they have been dislocated. However, this group is employment and achievement oriented and are likely to be successful candidates for comprehensive educational and/or training programs for new careers or likely to work for a certicate or associate degree if given an opportunity.

5. An additional small group, generally known as the hard-core unemployed, also have a low core of employment competence but also may have other mitagating conditions which tend to keep them out of work. These individuals tend to move from training program to training program but some never seem to gain extended meaningful employment. This group, statistically, is likely to be permanently at the non-achieving end of the normal bell-shaped curve.

Hypotheses

1. Unemployed adults who voluntarily choose higher education as a way of preparing for reemployment will perform at the GPA or above when compared with the general college population. (It is assumed that such individuals are not likely to voluntarily place themselves in a situation where they may experience another perceived failure.)

2. Unemployed adults may potentially add a significant new skill(s) to their core of employment competence in a rather short time frame -- one to two college semesters.

3. Unemployed adults, who successfully add new skills to their core of employment competence may, as a result of these new skills, secure employment in a shorter time period than initially anticipated.

4. Unemployed adults, participating in short term college campus based educational courses/programs will not present any greater demand for college services than any other students in the college's general population.

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Implications

If it is found that a significant number of individuals can secure re-employment, not through a total retraining effort, but by adding an additional skill or element that improves their current core of employment competence, the implication will be that financial resources may not have to be directed, in every instance, to total retraining efforts. Rather it may imply that, in the future, greater effort needs to be placed into determining the following:

- An individual's current core of employment (job) competence.
- Identification of those elements that would strengthen the core.
- Planning short term college credit experiences which provide for those elements, with emphasis on matching individual needs with existing college courses rather than planning, organizing and fiscally supporting new efforts.

A clear variable that would need to be considered is that fact that most employers report that specific job skill alone does not insure employment longevity. In most cases it is job skill in concert with a strong work eurytopicity that keeps individuals actively employed over a period of time. It is therefore critical to the preparation for work that trainers of all types concentrate not only on primary job skills but on eurytopic requirements as well.

I. Background

In August of 1983, the College's Service Area, which is included in the Lehigh Valley Standard Metropolitan Statistical Area (SMSA), was experiencing the effects of high unemployment with its negative economic, political, social, and psychological ramifications. During the period from January 1st to June 30th of 1983 the unemployment rate had fluctuated monthly between 12.6% and 13.7%. Hardest hit was the white and blue collar employees of such major firms as Bethlehem Steel and Ingersol-Rand. Community leadership pleaded for interventionary action from federal, state and local sources who might be in a position to provide forms of relief.

Responding to the call for community action, the College proposed a program of tuition waiver for unemployed adult residents of its sponsor area on a space available basis in credit courses only. The program was a proto-type of a small one offered in the Summer of 1983 by Passaic County College of New Jersey.

II. Program Purpose

To permit qualified current unemployed individuals to utilize available time by enrolling in college level credit courses in order to attempt to build upon their current core of employable skills by adding new competencies which hold the potential to enhance re-employment in a similar or related work field. Further, the program provides the opportunity for an individual to begin or continue the pursuit of a professional

certificate or an associate degree as a credential that might aid in their re-employment.

III. Financial Support

While the College committed to providing a portion of the programs' cost, there was a need to secure an external source of financial support. The College considered the program well related to its mission and essential for the community. At the same time, the areas depressed economy had left the College in a weakened financial condition, requiring an external funding participant in order to ensure program strength.

In September of 1983 the College submitted a proposal to the Pennsylvania Department of Education seeking their participation in the program. The Department accepted the proposal, with some modification, as a pilot research project, and committed $20,000 in financial support for the 1983-84 academic year. The program is to be used as an indicator on how activities of this type can influence employment and re-employment.

IV. Coordination With Local, State and National Offices

Prior to the finalization of program elements the following local, state and national offices were consulted

... The College's Board of Trustees

... The Pennsylvania Department of Education

... The Lehigh Valley offices of the Bureau of Employment Security

... The Private Industry Council (PIC) of the Lehigh Valley

... The Pennsylvania Office of Employment Security

(Note: Wendell K. Pass committed to the program very strongly and supplied the College and the local offices with a letter indicating that no program participant would place his/her current unemployment compensation in jeopardy by attending. See Attachment I)

... The office of the Honorable Jeanette F. Reibman, Pennsylvania State Senatorial District #8

... The office of the Honorable Don Ritter, U.S. Congressman, 15th District

... The publishers of the areas three major daily newspapers ie., Allentown Call-Chronicle, Bethlehem Globe Times and Easton Express

(Note: The publishers of the three papers offered to run all program advertisements free of cost. The offer was accepted.)

... The leaders of six major labor unions to include the United Steelworkers of American, the International Ladies Garment Workers Union, the International Brotherhood of Electrical Workers, the Teamsters, and the United Food and Commercial Workers

... The management of area major firms hard hit with unemployment including Bethlehem Steel's Career Continuation Center

V. Program Eligibility Criteria

In order to be registered for courses, applicants had to comply with the following criteria:

.. Be a resident of one of the College's eight sponsoring school districts

.. 18 years of age or older (high school graduating class must have completed)

.. Have verified prior work experience of three years

.. Currently unemployed and receiving supplemental Unemployment

.. Compensation or with unemployment compensation benefits which have expired

.. Conduct a telephone pre-screening interview with a College staff worker

.. Complete a standard college application and related data forms

.. Participate in an orientation program prior to registration

.. Attend a registration session

.. Bear the personal cost of course textbooks

VI. Verification of Eligibility

In order to ensure compliance with key eligibility standards the following was required at the time of the orientation session

-- proof of age, (if requested)

-- income tax return forms (#'s 1040 or 1040A) for any three year period showing full employment. If such data was unavailable, applicants were asked to supply past employer information which was verified prior to the final validation of the individual's registration.

(Note: The College was concerned that no married individual living with a spouse and filing a joint 1040 or 1040A form had a combined income, even with one of the parties unemployed for part or all of the year, that would suggest ineligibility for the program. This element was monitored closely.

-- for verification of unemployment status the following had to be presented

Commonwealth of Pennsylvania
Bureau of Employment Security
Applicants Record Card - Form #ES-350
Salmon Colored - U.S. Veterans
Yellow Colored - All Others

(Note: If unemployment compensation benefits had been exhausted and Form ES-350 had expired, current status was verified by an examination of the registrants 1982 1040 or 1040A IRS return or upon confirmation from the local Bureau of Employment Security (BES).

-- a signed statement by the enrollee attesting to his/her estimated 1983 income (See Attachment II)

VII. Program Restrictions

The following program restrictions were enforced:

1. Registrations were open in only those college credit courses where space was available at the beginning of the semester.
2. Enrollees were limited to a total of twelve (12) credit hours per semester.
3. Enrollees in the LVPIC Dislocated Worker Program were ineligible to participate.
4. Degree program course sequences were not guaranteed due to the space-available enrollment requirement.
5. The program is reviewed for continuation on a semester-by-semester basis and may be discontinued at the end of any semester.

VIII. External Dessimation

Shown as Attachment III is a listing of external organizations that contacted the College during the conduct of the project for dessimination of information purposes. Following the completion of the project a summarization of this report will be submitted to ERIC.

IX. Enrollee Data

Data Elements	Fall 1983	Spring 1984
Number of program inquiries	130	114
Number screened out in telephone interview	25	11
Number invited to orientation and info meeting	105	103
Percent of survival from inquiry to orientation	81%	90%
Number determined eligible for application following orientation, information and credential verification meeting	81*	83
Percent of survival from orientation to application	77%	81%
Number actually registered and attending class	74	64**
Percent of survival from application to registration	86%	77%
Percent of survival rate from first inquiry to final registration and attendance	57%	56%

* * * * * * * * * * *

* Data for Fall 1983 drawn from 81 individuals who completed the College Application Report

** Data for Spring 1984 drawn from 64 individuals who completed the College Application Report and actually registered for classes.

Number of full-time students (12 credits or more)	11	10
Number of part-time students	63	54
Total credit hours carried	493	476
Average credit hours carried this program (part-time students)	6.66	7.44
Average credit hours carried college-wide (part-time students)	4.89	4.96
Semester FTE's	40.50	37.33

* * * * * * * * * * *

	*	**
Age (determined by date of birth inserted by registrant on College Application)		
18 to 22 yrs.	1	4
23 to 28 yrs.	17	19
29 to 35 yrs.	38	14
36 to 43 yrs.	15	10
44 + yrs.	10	8
Gender		
Male	63	38
Female	18	17
Race		
Asian	0	1
Black	5	3
Caucasian	67	51
Hispanic	8	0
Other	1	0

* Data for Fall 1983 drawn from 81 individuals who completed the College Application Report

** Data for Spring 1984 drawn from 64 individuals who completed the College Application Report and actually registered for classes.

	FALL 1983	SPRING 1984
Marital Status		
Single	52	29
Married	29	26
High School Completion Status		
Diploma	73	49
GED	8	5
No Credential	0	1
Year of Graduation		
1981-1976	6	12
1975-1970	27	19
1969-1965	21	6
1964-Earlier	19	12
Previous College Attendance	29	23
Institutions Attended		
Catawba College	1	
Gloucester County College (NJ)	1	
Hollins College	1	
Keystone Junior College	1	
Lafayette College	1	
Lehigh University	1	
Lycoming College	1	
Smith College	1	
Temple University	1	1
University of Illinois	1	1
Churchman's Business School	2	1
East Stroudsburg University	2	

	FALL 1983	SPRING 1984
Kutztown University	4	
Penn State University	4	
NCACC	13	11
Indiana University of PA		1
Moravian College		2
Boston University		1
Franklin & Marshall		1
Lehigh County Community College		4
University of Pittsburgh		1
Clemson University		1
Trenton State College		1
Marywood College		1
Bloomsburg University		1
King's College		1
Oregon State University		1
Widener College		1
The Culinary Institute		1

X. Academic Performance Data

Data Elements	Fall 1983	Spring 1984
Total number of students beginning semester	74	64
Total number of students completing semester		
Full-time attendees	4	4
Part-time attendees	56	45
Number of students withdrawing during semester	14	15

Attrition rate in percent for semester	19%	23%
College-wide attrition rate for the semester	7.6%	7.6%

Reasons for Withdrawal

Withdrawal Factors	FALL 1983 (14)	SPRING 1984 (15)
Recalled to work or found new employment	7	10
Left PA to seek new opportunities	1	0
Personal Illness/Stress	2	1
Illness to Others	1	1
Academic Reasons*	0	0
Couldn't adjust to learning environment	2	0
No reason given	1	3

*While some students actually received failing grades in courses, no one withdrew because they were failing.

Credits Earned

This matrix depicts the total number of credits earned or transferred to NCACC by individuals participating in this program, including those credits taken under tuition-waiver. Since the greatest majority of participants fall into the 0 - 10 credit range, it can be assumed that less than 20% of those in the program had an extensive prior NCACC attendance experience.

CREDIT RANGE	FALL 1983 STUDENTS	SPRING 1984 STUDENTS
0 - 10	61	38
11 - 20	4	8
21 - 30	2	3
31 - 40	3	2
41 - 50	1	1
51 - 60	2	3
61 - 70	0	4
71 - 80	0	2
81 - 90	1	1
91 - 100	0	0

XI. Testing the Hypotheses

A. Grade Point Analysis: (GPA)

Grade Point Ranges	FALL 1983	SPRING 1984
4.0 - 3.5	13	4
3.49 - 3.0	8	13
2.99 - 2.5	11	7
2.49 - 2.0	9	11
1.99 - 1.5	4	6
1.49 - 1.0	3	4
Below 1.0	15	5
N/A because of withdrawal	10	11
N/A because of incomplete grade	1	1
Percent of program students above 2.0 GPA*	65%	70%

Average GPA for program participants	2.30	2.37
Average GPA college-wide	2.49	2.54

*2.0 GPA is minimum requirement for graduation

Analysis: Students participating in the project experienced a GPA performance level less than their college-wide counterparts but not significantly less given their overall absence from the higher education environment and the fact that they began classes one week late.

B. Courses Selected and Their Relationship to Jobs

Shown below is a listing of courses and number of enrollees for each instructional offering selected by participants in the project. The listing is presented in the College's academic division format.

COURSE ENROLLMENTS BY DIVISION	FALL 1983	SPRING 1984
Allied Health, Math, Science and Computing		
Intro to Data Processing	18	7
Intro to Sci. Computing	0	1
Intro to Computing	5	4
Computer Literacy	6	5
Data Processing Systems	0	2
Programming I	9	5
Programming II	1	1
RPG II	2	0
Machine Level Programming	1	0
Fund. of Math	0	4
Applied Math	1	1
Business Math	1	1
Elementary Algebra	7	6
Intermediate Algebra	5	2
College Algebra	1	0
Calculus	1	0

COURSE ENROLLMENTS BY DIVISION	FALL 1983	SPRING 1984
Physics	1	0
General Biology	0	2
Human Biology	1	1
General Chemistry	0	1
Fundamentals of Science	0	1
Radiologic Technology	0	1
Geography of U.S.	0	2
Conservation Ecology	0	1
Land Use Planning	0	1
Physical Geology	1	0
Man and the Environment	1	0
Division Total	62	49
Business, Engineering & Technology		
Marketing I	0	1
Basics of Purchasing	1	0
Introduction to Management	1	0
Advanced Management	0	1
Managerial Fundamentals	3	0
Interior Design I	1	0
Financial Accounting	0	3
Accounting I	5	0
Accounting II	3	0
Managerial Accounting	1	0
Economics I	1	1
Principles of Finance	0	1
Intro to Business	6	0
Business Law I	5	2
Business Law II	1	0
Business Statistics	1	0
Personal Typing	0	2
Intro. to Office Automation	1	0
Medical Secretary I	1	0
Medical Terminology	1	0
Basic Transcription	1	0
Word Specialist Skills	2	0
Word Processing I	1	0
Typing I	5	5
Typwriting II	1	0
Shorthand I	0	1
Real Estate Practice	2	2
Real Estate Law II	3	1
Real Estage Fundamentals	1	0
Architectural Design I	0	1
Digital Electronics	1	0
Electrical Graphics	0	1
AC Circuits	2	3

COURSE ENROLLMENTS BY DIVISION	FALL 1983	SPRING 1984
DC Circuits	3	0
Construction Materials & Methods I	1	0
Construction Supervision & Leadership	0	1
Construction Cost Control	0	1
Blueprint Reading	4	4
Oxy. & Basic Arc	4	4
Advanced Welding	4	0
Manufacturing Processes	1	0
Mfg. Cost Control	0	1
Auto Technology	0	4
Division Total	69	40
Humanities & Social Science		
Basic English	1	2
English I	3	5
English II	1	2
Reading Fundamentals I	3	1
Speed Reading	0	1
Creative Writing	0	1
College Writing	1	0
Contemporary Literature	0	2
Speaking & Listening	1	5
Sociology of Modern Society	1	2
Principles of Sociology	1	0
Intro to Anthropology	0	1
Intro to Psychology	1	0
General Psychology	0	5
Abnormal Psychology	0	1
Psych. of Human Relations	2	1
Adolescent Psychology	1	0
Death & Dying	1	0
American History	1	0
European History	1	1
German I	1	0
Spanish I	2	1
T.V. Production	0	1
Fund. of Broadcasting	0	2
Child & Phys. Growth	0	1
Curricular Materials	0	1
Basic Studio Photography	0	1
Advanced Black & White	0	1
Advanced Topics Black & White	0	1
Color Photography	1	1
Fashion Merchandising	0	1
Fashion Merchan. Oper. Seminar	0	1
Intro to Art	3	0

COURSE ENROLLMENTS BY DIVISION	FALL 1983	SPRING 1984
Beginning Oil Painting	1	0
Drawing	1	0
Intro to Philosophy	3	0
Intro to Library Service	2	0
Reference Resources & Service	1	0
Intro to Political Science	1	0
Values in Conflict	1	0
Division Total	42	37
Grand Total Course Selections	131	168

Broadly defined, the College generally regards its Allied Health, Math, Science and Computing division and the Business, Engineering and Technology division as those that contain the largest number of courses and programs leading to professional credentialing and jobs. This does not mean that the two divisions fail to offer any courses related to a general or liberal arts education for student transfer or enrichment purposes.

At the same time, the Humanities and Social Science division, generally regarded as the provider of a large number of college parallel courses, also offers career technical offerings attractive to those who wish immediate job skills.

An analysis of student course selections, by division, clearly shows that enrollees had jobs in mind when they made their choices.

COURSE SELECTION ANALYSIS BY DIVISION

Division	FALL 1983	SPRING 1984
Allied Health, Math, Science and Computing	62	49
Business, Engineering & Technology	69	40
Humanities & Social Science	37	42
Totals	168	131
Grand Total of Courses Selected	299	
Percent of those Courses Selected in primarily job related divisions	74%	

It is highly likely that the percentage of courses selected to aid in locating a job is significantly higher than 74%. Our analysis of every course selected permits us, as a trainer, to make a reasonable relationship with the potential for job preparedness. There are only a few courses where we would have a question about relationship. This does not imply that a valid relationship could not be made. At this point it only suggests that we would raise the question.

Those courses that would be a part of our inquiry, all contained in the Humanities and Social Science division would include:

Contemporary Literature	2
Introduction to Anthropology	1
European History	2
Adolescent Psychology	1
American History	1
Death & Dying	1
Introduction to Philosophy	3
Introduction to Political Science	1
Values in Conflict	1
Total annual course selections	13

16

This analysis of enrollment in courses that might not have been directly related to immediate job preparation represents only 4% of the total course selections made by program participants.

C. Employment Status and Role of Program in Securing Work

One month after the completion of the Spring 1984 semester, one hundred and twenty-three (123) program participants were surveyed. (Both Fall 1983 and Spring 1984 participants.) Of this number, two surveys were returned by the post-office as addresses unknown. Of the remaining number, thirty-three responses were received for a 27% rate of return. (Survey Instrument shown as Attachment IV.)

Remembering that data presented earlier in this report dealt with the entire population will explain apparent discrepancies when some similar data as repeated on 27% of the population.

The following information provides insight into current employment status and the role of the program in securing work.

1. Reasons for Withdrawal:

10	Secured Employment
2	Academic Difficulties
0	Medical Reasons (including pregnancy)
3	Personal
0	Other: (Explain)

2. Work Composition:

0	Returned to work at former employer in same or similar job
1	Returned to work at former employer in new job
5	Started with new employer in job related to former one
4	Started with new employer in new job

3. Course enrollment(s) aided individual to return to work or secure new employment even if withdrawal preceeded end of semester.

Yes 16 No 8* No Response 9

4. Those remaining unemployed believe course(s) added to their resume thereby making them potentially more employable.

Yes 19 No 2* No Response 11

5. Is program worthy of recommendation to another individuals?

Yes 33 No 0

* one respondent marked both these items with a proviso that he withdrew very early to accept employment but feels that if he remained the entire semester his answers would be in the affirmative.

Analysis:

a. It appears from this limited survey response that unemployed in the area are not likely to return to former employers and need to consider how best to market themselves to new employers.

b. Sixteen (16) indicated that the program aided them in securing work, but only ten (10) indicated that they secured work. Unfortunately, this disparity cannot be explained accurately at this time and the excess

numbers can only be regarded as a respondent impression.

c. Almost 60% of the respondents felt that the progra… added a skill or ability to their resume which will aid their re-employment. Eleven individuals simply did not know if this was the case and two were certain it was not the case. This area is a potentially key one in regard to planning interventionary programs for the unemployed. Do <u>all</u> unemployed need complete retaining programs or merely well-selected new skills added to their current base of proficiency? The question becomes more curious when you compare this data with the fact that one-third of those who gained re-employment did so with new employers in new jobs.

The following is a listing of comments and impressions offered by the programs' participants on the Survey Instrument Form.

"Considering I was unemployed for almost 2 years prior to attending NCACC in the Fall of 1983, it was a unique opportunity to regain some feeling of self worth, which I was seriously lacking. As a result of my only college experience, I am now trying to work out the logistics to attend full time this Fall. I've found great satisfaction in school for my self worth and betterment. I am now looking to improve my life and future employment though NCACC. Any help or information would be appreciated."

"I feel the program was a fantastic opportunity for education and bettering yourself. Even if you never can apply it in the job market the experience is an excellent one. I hope the program continues. Each interview I have gone on they have discussed the college and how great it is to be able to take advantage of the opportunity you offered."

"Having been trained or educated in specific areas gives you hope. When you're young and have no seniority, being laid off is a risk; however there is always someone else, somewhere, who will hire you."

"Only in America can one have the opportunity to better himself with programs such as this. Credit must be given to those who are responsible for its creation and to those that make it an everyday success."

"Program was very helpful and made me feel like someone again."

"I believe this program is a great help to anyone who has experienced unemployment or financial difficulties. The program enables a person to go to school to learn new skills or improve the ones he/she already has. I personally would recommend this program to anyone who is having difficulty in finding a better job."

"You offered a fantastic program; everyone was very helpful. During that period of time when unemployment was rampant, you were the only ones that offered a tangible means of improvement to one's skills and/or learning new skills. I just could not handle or justify spending all my time at school or at home studying as my mother grew worse each day. She died Feb. 12, so I have no regrets with the decision I made to withdraw."

"I feel confident I will find work in my field. I have been looking for library work, but as yet nothing. I know I have become a better person because of the work I did to get on the Dean's list. Thank you for all your help and understanding."

"I feel it is a very good and worth while program. I do feel that I did benefit from it. It helps the people that need it most at the time."

"I felt that the course in computer literacy could have been more meaningful for business employees - i.e., instead of learning to program by using radius of a circle or sq. roots - apply programming to check reconciliation, accounts receivable, etc. I have been away from scientific things many years, but was actively employed as a bookkeeper for 16 years; therefore found course extremely difficult. Also, not enough time devoted to computer usage in classroom time."

"Since I dropped out, I have been more aware of the need for further education which I will be doing as soon as I can afford more education since I had to take a large loss in pay at a new job."

"It's a very good program, and is very beneficial to a community."

"I would have liked to have learned about heat pumps which is a non-credit course. So I think non-credit courses should be included. Instead I took Welding Technology which I enjoy and am doing above average."

"I would like to express my thanks to the college for enabling me to attain an associate degree. This would have been impossible without your help. My hope is this will come into play in establishing employment in the future."

"Very, very good program; very compassionate toward those of us who suddenly found ourselves without jobs in this terrible labor market. You are all to be highly commended. Too bad we can't elect national leadership of your calibre and with your heart toward those in desperate need."

"Good program with only one drawback. Late start by participants compared with those who begin classes on time not beneficial."

"I am continuing my education now through my employer. The program did help me in my new job."

"I am glad I had the opportunity to attend NCACC. My teachers were very nice to me."

"I was sick at having to leave my Programming I and Sociology course but happy they helped me obtain employment. My new boss is buying a computer and is sending his staff to school to learn how to use it. I will be entering school again this fall to take up where I left off last December. Thank you for giving me something to focus on other than being jobless."

"I am now employed, but I will return for classes this fall."

"The introduction to the program was informative, complete and reassuring. I hope to be able to enter the program again this fall, if it is offered."

"I am thankful for the chance to come out to take part in the courses of my choice at NCACC. Although not job related, I know I'll find use for them."

"It is a terrific idea."

"During unemployment times it is very difficult for individuals (me) to feel good about myself and maintain a positive attitude. College work does give me a feeling of self worth and the satisfaction of completing my goals. Thanks for caring."

D. Program Demand on College Support Services

The college sought to determine if this particular project, with its unique features, and a client population tending towards the presence of needs extending beyond strict educational definition, would present any unusual or unpredictable demand on college support services. Other organizations in the community who have been working with the unemployed have reported the strong need for social service support, economic intervention, psychological and health services.

The college asked its offices of Admissions, Records, Financial Aid, Counseling and Advising, Tutoring and Health Services to be alert to any uncharacteristic demands on their staff and services by project clients. Their impressions were reduced to a written survey instrument and the results follow on page 23.

Validity
6 surveys distributed
6 surveys completed and returned
100% return

NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE

UNEMPLOYED TUITION WAIVER PROGRAM

Fall 1983 Spring 1984

Survey Instrument

PURPOSE: To measure the impact of the program on College Support Services to include Admissions, Records, Financial Aid, Counseling, Advising, Tutoring and Health Services.

QUESTIONS:

1. My area and I were fully informed of the purpose, goals and operating details of the project.

Yes 5 No 1

Comment: Would appreciate hearing discussion on what direction College would like to take (after having done the program for one year) - Admissions Office.

2. I participated in the actual planning and conduct of the projejct.

Yes 4 No 2

Comment: The conduct portion only - Admissions Office.

3. At all times in the normal course of my work it was apparent which students were in the project and which were general population students.

Yes 0 No 6

Comment:
1. only with registration where they were necessarily set apart as a unique group. After the point of registration, I could not have identified the students if I had to. "Mainstreaming was a conscious goal which was immediately realized" - Records Office.
2. Students treated the same no matter what classification they had - Admissions Office

4. The students in the project required a greater percentage share of my time than did students in the general population.

Yes 1 No 5

Comment: For a limited period of time but at a crucial time, the start of the semester - Financial Aid

5. Students in the project necessitated a greater level of record keeping than did students in the general population.

Yes 2 No 4

Comment: More work was required to keep separate information on the group, re: demographics - Admissions Office

6. Students in the project presented unique demands not normally seen in the general college population.

Yes 0 No 6

Comment:

7. I saw no differences in serving project students than I do in serving general population students.

Yes 6* No 1*

Comment: *one respondent checked yes and no.
1. Very often, students in this project couldn't afford books for their classes. This kept them from learning at the same rate as students that did have books - Tutoring Office
2. Group required special reports and some follow-up - Financial Aid Office

8. What advice or suggestions would you offer to your peers in other institutions who are considering the initiation of this program?

Comment:
1. work with trade unions to identify client market - Admissions
2. all components of support staff should be involved in the planning of this type of project. Support staff should also be introduced to the students at the orientation to college - Tutoring Office
3. Be very clear on all eligibility guidelines from the outset - Admissions
4. Fine program if you're given sufficient staff, resources (re: funding) and adequate lead time - Financial Aid.

_____
Person Completing this Questionaire

_____
Support Areas Represented

_____
Date

WAC:jpj

ANALYSIS: The foregoing survey results point to the fact that while there were some additional demands on College Support Services and Staff, those demands were not significant enough to mar the effectiveness of the project, or the create any level of harmful staff morale or irritation towards the client group.

XII. Public Information

From the outset, the program was of great interest to the local media. The three local newspapers (Allentown Call-Chronicle, Bethlehem Globe Times and the Easton Express) telephoned periodically seeking information for follow-up stories.

Herewith is a copy of a feature story the Easton Express developed on one student enrolled in the program. The story was printed in the Sunday, March 11, 1984 edition. It is presented here as an example of what program elements were of interest to the press.

EASTON EXPRESS, March 11, 1984

'Library person' finds niche

By EILEEN KENNA
Express staff writer

Lois Lorenz, who calls herself a "library person," can't remember a time when the public library didn't provide her with education, solitude and just plain old enjoyment.

Consequently, when she had the chance to turn a hobby she loved into a possible livelihood, she didn't hesitate. She enrolled in a program at Northampton County Area Community College that offers credit courses to the unemployed for free. Not surprisingly, her choice of study was library science.

That was last fall, and since then, Lorenz, 54, of 1109 Jackson St., Easton, has earned six college credits and currently is working on six more.

"This is just something I've always wanted to get into," Lorenz, the mother of two grown children, said. "It's a wonderful program."

Lorenz is working towards a certificate that will qualify her as a "library media technical assistant." And who knows, Lorenz said, maybe she won't stop there but will go on for an associate degree in library science.

Up to last summer, Lorenz worked for the U.S. Census Bureau as a local crew leader. But when that job ended, Lorenz said, she was at loose ends.

Then she read in the newspaper about NCACC's plans to let qualified unemployed people take courses for free, as long as those courses weren't being filled by tuition-paying students.

Lorenz, like more than 100 other curious unemployed people, attended an information session on the program at NCACC last summer. Like 95 others, she liked what she heard and applied to be part of the program.

By the time the fall semester rolled around, 74 unemployed people actually showed up for tuition-free classes, with nearly half of them signing up for general education courses such as English and psychology. This semester, 55 people are enrolled in the program, taking everything from welding to industrial management.

Lorenz, a graduate of Easton Area High School, acknowledged that going back to school three hours a night, two nights a week, wasn't exactly easy.

"It was a little hard getting back into the swing of things. But I did make the dean's list last semester," Lorenz said recently, her voice full of quiet pride.

Dr. William Connor, NCACC dean of academic programs and projects, is happy with the community response to the free-tuition program.

"We continue to be pleased," Connor said, shortly after the second semester of the program got underway. "However, we're going to continue to reserve judgment on a long-term commitment to the program."

When NCACC officials first discussed doing something for local unemployed people last summer, the Lehigh Valley unemployment rate was about 13 percent. Now, it's down to 8 percent.

"We'll be reviewing the (free tuition) program at the end of every semester," Connor said.

By the end of the fall semester, 14 people, or 18 percent of those enrolled, had withdrawn from the program. But NCACC officials weren't discouraged, Connor said, because all of those who quit had good reason to do so. For example, at least six got jobs, either part-time and full-time; another man moved and another had to take care of a sick wife.

Of those who completed their tuition-free courses last semester, 66 percent attained averages of 2.0 or higher. (A 2.0 average is needed to graduate.)

Connor said he was particularly pleased that 13 people in the program made the dean's list and eight were high 'B' students last semester.

He also said he thought it interesting that 34 unemployed people in the fall semester chose general education courses, particularly English and psychology.

"Studies show," Connor said, "that people often fail at work not because they're technically incompetent, but because they're deficient in English, writing and communication skills in general."

Connor noted that the program has attracted a real cross-section of local residents. This semester, four people in the program are between 18 and 22 years old; 19 are between 23 and 28; 14 are between 29 and 35; 10 are between 36 and 43; and, 8 are 44 or over. The program has 38 men and 17 women in it.

Although NCACC officials conceived of the program mainly as a way to boost the morale of the unemployed, Connor acknowledged that many are hoping the college credits will lead to jobs.

For example, such career-type courses as data processing attracted 14 students last semester and 10 this semester. Other fields drawing these new students include business administration, accounting, electronics and auto technology.

"I think it helps people, if only to add something to their resumes," Connor said.

While college officials had some concerns that tuition-paying students might object to the college offering courses free to others, Connor said substantial objections never materialized once the program was explained to the other students.

"The way we set it up reduced concerns," he said. "We had a few calls from tuition-paying students saying they wanted free tuition, too. But when we told them they'd have to start classes a week late and choose from courses that other students had dropped, they lost interest."

It doesn't look as though Lorenz, who is looking forward to learning how to use computer terminals in one of her courses, will lose interest in the NCACC program any time soon. In fact, she said if the program ends, she'll seriously consider attending NCACC as a regular, tuition-paying student.

"I could probably swing it," she said. "After going this far, I probably won't want to stop."

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Express photograph/SUE BEYER

...s Lorenz of Easton finds the Easton Area ...blic Library a quiet place to study library ...ience, the course of study she chose in the ...orthampton County Area Community College program offering credit courses to the unemployed for free. Fifty-five people are enrolled in the program this semester. Courses range from welding to industrial management.

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XIII. Summary of Attachments

I. Letter of Support and Compensation Penalty Exemption from the Pennsylvania Office of Employment Security - Wendell K. Pass, Director.

II. Client Program Eligibility Verification Form

III. Listing of Inquiries made to College for program information.

IV. Client Survey Instrument

ATTACHMENT I

Commonwealth Of Pennsylvania
Department Of Labor and Industry
Office of Employment Security
Labor and Industry Building
Harrisburg, Pa. 17121

September 6, 1983

Dr. William A. Connor, Dean
Northampton County Community College
3835 Green Pond Road
Bethlehem, PA 18018

Dear Dr. Connor:

This confirms your telephone conversation of August 23, 1983, with Mr. John P. Garrah, UC Hearing Officer, Office of Employment Security. Your discussion concerned the unemployment compensation eligibility of individuals who will attend the short-term career training programs at the campus of the Northampton County Community College.

As Mr. Garrah advised, the Office of Employment Security encourages claimants to enroll in training where class attendance or preparation does not conflict with availability for potential employment. Unemployed individuals who are primarily workers, and maintain an attachment to the workforce through their availability for suitable work, may qualify for unemployment compensation while attending training courses which will enhance their future employment opportunities. Individuals who restrict their availability to the point where they remove themselves from the labor-market, cannot qualify.

Please be assured that the Office of Employment Security recognizes your proposed training program as an adjunct to reemployment. It is reassuring during these difficult economic times to see that reemployment of our labor force is our mutual objective.

Sincerely,

Wendell K. Pass

Wendell K. Pass, Director
Bureau of Unemployment Compensation
Benefits and Allowances

RECEIVED
SEP 09 1983
Office of Academic Programs

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ATTACHMENT II

NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE

Eligibility Verification

Name _____ Soc. Sec. # _____

Address _____ Phone # _____

_____ Birth Date _____

Marital Status: _____ Dependent(s) _____

_____ I certify and attest that my only source of estimated 1983 income is Unemployment Compensation.

_____ _____
Signature Date

_____ I certify and attest that my estimated 1983 income includes Unemployment Compensation and other sources.

_____ _____
Signature Date

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ATTACHMENT III

NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE

UNEMPLOYED TUITION WAIVER PROGRAM

INQUIRIES MADE TO COLLEGE FOR PROGRAM INFORMATION

--- Pennsylvania Department of Education - Ann Sheppard and Dr. Agnes Martinko
--- Private Industry Council (Lehigh Valley) - Lori Goldman
--- Associated Press, Philadelphia Office (Wire Service); Telephone interview - Jana Moore
--- ABC Radio News, New York Office; Telephone interview and taped remarks for National Network News - Mary Ann Pryor
--- Radio Station WSAN, Allentown; Telephone interview and taped remarks for local news - Don Rutt
--- Easton Express; Newspaper interview - Andy Ratner
--- Radio Station WCRV Washington, New Jersey; Telephone interview and taped interview for local news - Rick Davis
--- Television Channel #22 Scranton, PA; Videotaped interview on campus - Randy Stone
--- Television Channel #10 Philadelphia, PA; Videotaped interview on campus - Rosanne Cerra
--- Chronicle of Higher Education, Washington, DC; Telephone interview - Jack Magarell
--- Wayne County Community College, Detroit, Mich. (Hoped to use idea to get financial support from the UAW) - Deborah Feidler
--- Williamsport Area Community College; Telephone inquiry on program operation - Russell Mauch
--- SSSR Textbook Co., Wasco, IL (offered free textbooks to program participants) - J. Kinton
--- Letter of Endorsement (private citizen) Absecon, NJ - Trish Dee Woolley
--- Bethlehem Globe Times; Newspaper interview - Susan Shener
--- WRC Radio, Washington TD; life radio interview, Morning Talk Show - Dick Drake
--- Allentown Call-Chronicle; Newspaper interview - Dave Dawson
--- Information and Research Officer; Philadelphia City Council, Philadelphia, PA
--- Tompkins-Cortland Community College; Dryden, NY - Nancy Lieberman
--- The Opportunity Board of Montgomery County, Norristown, PA - Jean Ann Pirnick
--- Easton Express; Newspaper Interview - Eileen Kenna.

3835 Green Pond Road
Bethlehem, Pennsylvania 18017
Telephone 215-861-5358

ATTACHMENT IV

Office of Academic Programs and Projects

Northampton County Area Community College

June 6, 1984

Dear Student:

I realize that you have been almost surveyed to death concerning your participation in the College's Unemployed Tuition-Waiver Project conducted during the Fall 1983 and Spring 1984 semesters.

I would like to request your participation in just one more inquiry. The College is preparing a final report for the State Department of Education and would like to include accurate data on your current employment situation.

This project was of keen interest to many colleges throughout the country and we will be dessiminating information about its conduct. Your participation in this final survey will provide information that will be included in the final report and may aid a college in making its own decision to participate next year.

Please complete the attached sheet and return it in the enclosed self-addressed and stamped envelope.

If you have any questions or would like to discuss your experience directly with me please do not hesitate to call at 861-5358.

Very truly yours,

Dean Connor

William A. Connor
Dean

WAC:jpj

NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE

Final Survey of Participants in the Unemployed Tuition-Waiver Project

Please check (✓) or fill in blank as appropriate

SURVEY QUESTIONS

1. I started and completed the:

   Fall Semester _____ Spring Semester _____

2. Credit Hours Successfully Completed:

   Fall 1983 _____ Spring 1984 _____

3. I withdrew during the:

   Fall Semester _____ Spring Semester _____

4. Reason for withdrawal:

   _____ Secured Employment

   _____ Academic Difficulties

   _____ Medical Reasons (including pregnancy)

   _____ Personal

   _____ Other: (please explain)

5. If you withdrew due to an employment opportunity, did you:

   _____ return to work at former employer in same or similar job

   _____ return to work at former employer in new job

   _____ start with new employer in job-related to former one

   _____ start with new employer in new job

6. Do you believe your course enrollment(s) aided you in any way to return to work or secure new employment even if you withdrew prior to the end of the semester?

   Yes _____ No _____

over

7. If you still remain unemployed, do you believe that your course experience added anything to your resume which makes you more employable?

Yes _____ No _____

8. Would you recommend this program to another individual?

Yes _____ No _____

9. Please make any statement you wish, pro or con, about your experience with this program, the College, faculty, administrators, etc.

_____
(Name)

_____
(Telephone)

Note: Name and telephone information is optional.

Please return in the enclosed stamped envelope by June 16, 1984.